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THEN—AND NOW

By FRANCIS D. LAZENBY
University of Illinois

ANYONE WHO reads through the *Historia Augusta*, which deals with the troubled times of thirty Roman emperors from Hadrian to Numerian (A.D. 117-284), will, long before he has laid the volumes aside, agree wholeheartedly with Flavius Vopiscus (*Car.* ii, 1): ". . . that no state abounded more in blessings or suffered more from evils" [than Rome]. In fact, it is difficult to imagine any account in the history of a great people which leads the reader more relentlessly through a terrifying maze of human misery than this account of life under the later Roman emperors. One might select as illustrations the monstrous vices of the deranged Commodus, or the extravagant folly of Caracalla, "as cruel as Caligula and Nero, but weaker than either." There is also Elagabalus' perverted sense of humor, which he indulged by setting his guests down to meals of glass and painted pictures of food (Ael. Lampr., *Ant. Helio*g. xxvii, 4-5), or, again, by ordering his slaves to collect huge quantities of spider-webs, which "proved," in his opinion, "how great a city was Rome" (*ibid.*, xxvi, 6). For as graphic a picture of human despair as was ever penned, we have the terror of Gordian the Elder, who, forced to assume the royal purple, "would have none of it, and cast himself on the ground" (Iul. Cap., *Gord.* viii, 5-6). This revealing description is but one of the instances which create in our minds a sense of the underlying tragedy of a people swept along in the rapidly changing current of events. A striking feature of these narratives is the implicit feeling of uncertainty on the part of the Roman populace, a feeling which might in some ways be likened to the prevailing uneasiness in our own hazardous times.

On the lighter side, the reader may observe that the authors of the *Historia Augusta* employ idioms which have a curiously modern tone about them; the devotee of the Gothic novel will feel completely at home in such passages as the following, describing the omens which predicted the rule of Alexander Severus: "a picture of the Emperor Trajan, which hung over his father's mar-

DE CANE QUI PETORRITA SERVABAT

Condidit R. PACCUS
Annae Arbori Michiganensium

Raedarum custos numquam latravit
inepte;
Nunc silet et cineres vindicat
umbra suos.

—C.I.L. IX, 5785.

Cynisce, nomen nec meritum tibi
Fecit nec aequum, qui male salsus et
Molestus appellavit isto
Opprobrio sibi tam fidelem.

Nam tu silens et sobrius unice,
Cursu caballos praepete provocans,
Haud vana baubabarum umquam
Cum Cynici crepitante rictu.

Sequare mannos mortuus inferos;
Fortasse Flacci "belua centiceps"
Impertiet multam salutem
More suo tibi —proscynesim.

age-bed, fell down upon the bed at the time that Alexander was born" (Ael. Lampr., *Alex. Sev.* xiii, 2). And, above all, the student of ancient manners and customs will find ample opportunity to compare "other places, other times" with our own.

Among the expressions in these biographies which have a popular ring about them are "ore [ad] oscula parato," "a mouth designed for a kiss" (Ael. Lampr., *Ant. Diad.* iii, 2); "non ut vivat, natus est, sed ut bibat," "he was born, not to live, but to drink" (Fl. Vop., *Quadr. Tyr.* xiv, 3); and even more familiar to modern ears is "natus abdomini," "born for his belly" (Treb. Poll., *Gall.* xvi, 1). When the heavily-drinking Bonnus hanged himself, it was said in jest that "it was not a man who was hanged, but a wine-jug" (Fl. Vop., *Quadr. Tyr.* xv, 2). The familiar "not even a mouse was heard" is fortified by an adjective which renders it all the more comic in its context: "When Saturninus was crushed, such quiet prevailed in the East that, as the common saying is, not even a rebel mouse was heard" (Fl. Vop., *Probus* xviii, 4).

The modern gangster who wears a

protective steel vest beneath his clothing has a classical prototype in Caracalla, who, when attending a meeting of the Senate, wore a cuirass under his Senator's robe and was accompanied by an armed guard (Ael. Spart., *Ant. Car.* ii, 9). Again, Bassianus "was in such fear that he entered the Senate-house wearing a cuirass under his broad-striped tunic" (Ael. Spart., *Ant. Geta* vi, 5). As for Commodus, he used to singe his hair and beard because he was afraid of trusting himself to barbers (Ael. Lampr., *Comm. Ant.* xvii, 3).

Many a modern hostess who prides herself on color schemes would find it hard to compete with Elagabalus, who "gave summer banquets in various colors, one day a green banquet, another day an iridescent one, and next in order a blue one, varying them continually every day of the summer" (Ael. Lampr., *Ant. Helio*g. xix, 2). He was also credited with being the first to concoct wines seasoned with herbs (*ibid.*, xix, 4), and, surprisingly enough, the first to distribute at banquets chances (*sortes*) inscribed on spoons (*ibid.*, xxii, 1-3). Modern housewives who enter recipe contests will be amused to read that Elagabalus "would propose to his guests, by way of a feat, that they should invent new sauces for giving flavor to the food, and he would offer a very large prize for the man whose invention should please him... On the other hand, if the sauce did not please him, the inventor was ordered to continue eating it until he invented a better one" (*ibid.*, xxix, 6-7). What would the elegant hostess of today think of Geta, who served dinners according to a single letter of the alphabet, as, for example, one which contained *pullus*, *perdix*, *pacus*, *porcellus*, *piscis*, *perna* (Ael. Spart., *Ant. Geta* v, 7-8)? There are those gourmets—and gourmands—who will read with pained dismay that Elagabalus fed his dogs with geocleavers (Ael. Lampr., *Ant. Helio*g. xxi, 1).

The same profligate emperor "used to bind his parasites to a water-wheel and by a turn of the wheel plunge them into the water and then bring them back to the surface again" (*ibid.*, xxiv, 5). This practice of ducking was a common form of punishment for scolds and disorderly women from the latter fifteenth to the early eighteenth century, and was

introduced into America by the Colonists. In more sinister fashion, Opilius Macrinus was given to "putting living men into walls, which he then built up" (Iul. Cap., *Opil. Macr.* xii, 10). A horrible forerunner of the cruel husband in Balzac's *La grande Bretèche!* But it is the description of his inhuman practice of binding living men to dead men, and forcing them to die consumed by slow decay (*ibid.*, xii, 8-9) which recalls to us the reports of similar atrocities committed during World War II and more recently on the Korean war-front.

Veterans of recent military service will recognize an all-too-familiar ring in the Rhadamanthine orders transmitted by Aurelian to his deputy: "Their [i.e., the soldiers'] arms shall be kept burnished, their implements bright, and their boots stout" (Fl. Vop., *Aurel.* vii, 6).

Sarah Bernhardt, in an effort to please her public until the last, made use of clothespins to smoothe out the wrinkles in her face. Antoninus Pius, "being a tall man, when he was bent by old age had himself swathed with splints of linden-wood bound to his chest in order that he might walk erect" (Iul. Cap., *Ant. Pius* xiii, 1-2). Reasons of vanity induced Verus (Iul. Cap., *Verus* x, 7) and Commodus (Ael. Lampr., *Comm. Ant.* xvii, 3) to make use of an ancient "golden hair wash"—gold dust sifted on their heads to make the hair seem yellowish.

The familiar attributes of the traditional strong man are well illustrated by the emperor Claudius, who "dashed out a man's teeth with one blow of his fist" (Treb. Poll., *Claud.* xiii, 7), and especially Firmus, who "would hold out resolutely when an anvil was placed on his chest and men struck it, while he, leaning backward face up, supporting his weight on his hands, seemed to be suspended rather than to be lying down" (Fl. Vop., *Quadr. Tyr.* iv, 3). The pretender Marius, however, is perhaps the most remarkable in this respect: "He is said to have thrust back oncoming wagons by means of his forefinger and with a single finger to have struck the strongest men so hard that they felt as much pain as though hit by a blow from wood or blunted iron; and he crushed many objects by the mere pressure of two of his fingers" (Fl. Vop., *Tyr. Trig.* viii, 5). A classical Paul Bunyan!

Aelius Spartianus, in his *Hadrianus* (xxv, 1-4), mentions two cases of miraculous "cures" which remind us of the "royal touch" instituted in England under Edward the Con-

fessor. A blind woman kissed Hadrian's knees and was able to see again; a blind old man came to Hadrian, who was ill with fever, touched him, and recovered his sight. (The emperor, in turn, was also made well.)

THE IDES OF MARCH

Julius Caesar was assassinated on March 15, 44 B.C. Why not plan a commemorative program for the Caesar class, the Latin club, or the assembly? For material see page 41.

Modern homes for orphaned children have classical prototypes in the endowments for such institutions made by Antoninus Pius (Iul. Cap., *Ant. Pius* viii, 1); Marcus Antoninus (Iul. Cap., *M. Ant. Phil.* xxvi, 6-7); and Alexander Severus (Ael. Lampr., *Alex. Sev.* lvii, 7). Similar endowments had already been made by Nerva (Aur. Vict., *Epit.* xii, 4) and by Trajan (Dio, lxviii, 5).

Prices of pork and beef are very much in the news today. These identical meats are the subject of a passage in Aelius Lampridius (*Alex. Sev.* xxii, 7-8): "Once, when the populace of Rome petitioned him for a reduction of prices, he had a herald ask them what kinds of food they considered too dear, and when they cried out immediately 'beef and pork' he refused to proclaim a general reduction but gave orders that no one should slaughter a sow or suckling-pig, a cow or a calf. As a result, in two years or, in fact, in little more than one year, there was such an abundance of pork and beef that, whereas a pound had previously cost eight *minutuli*, the price of both these meats was reduced to two and even one per pound." Strange methods, but an apparently effective sort of ancient "New Deal."

Included in the catalogue of Commodus' goods which Pertinax sold at auction in an attempt to restore the ailing treasury of Rome are "carriages . . . with carefully planned seats that could be turned so as to avoid the sun at one moment, at another face the breeze." And then comes the highly surprising description of carriages which "measured the road"—clearly a type of ancient odometer—"and showed the time" (Iul. Cap., *Pert.* viii, 6-7). The remark which follows, "et cetera vitiis eius convenientia," indicates a sort of so-

cial awareness on the part of the author, who apparently considers as evil those inventions which are not available to all (cf. Reinach, *Revue archéologique*, 5th Series, XII [1920], pp. 266-8).

Among the quaint passages in the *Historia Augusta* may be mentioned the following: Aurelian was "the first to give handkerchiefs to the Roman people, to be waved in showing approval" (Fl. Vop., *Aurel.* xlvi, 5); Gallienus "built castles of apples, preserved grapes for three years, and served melons in the depth of winter" (Treb. Poll., *Gall.* xvi, 2); Marcus Antoninus "by his prayers summoned a thunderbolt from heaven against a war-engine of the enemy, and successfully besought rain for his men when they were suffering from thirst" (Iul. Cap., *M. Ant. Phil.* xxiv, 4). Verus, in a playful mood, was wont "to hurl large coins into the cook-shops and therewith smash the cups" (Iul. Cap., *Verus* iv, 7-8). An ancient bull in the china-shop!

Our troubled times could do well to heed the warning expressed in the complaint of Flavius Vopiscus, who, in his *Divus Aurelianus* (xv, 6), says: "gone are those former days of integrity, destined to disappear still further through the currying of popular favor." There is also sound though drastic justice in Opilius Macrinus. It is said of him that "a public informer, if he could not make good his accusation, he would condemn to death; if he could make it good, he would present him with his reward in money, and send him away in disgrace" (Iul. Cap., *Opil. Macr.* xii, 11). Is it not a matter of shame for us of the modern world to read that Alexander Severus was so impressed by the Golden Rule that he had it announced by a herald whenever he was disciplining anyone and also ordered it inscribed on the walls of the Palace and public buildings (Ael. Lampr., *Alex. Sev.* li, 7-8)?

"That which hath been is that which shall be; and that which hath been done is that which shall be done: and there is no new thing under the sun. Is there a thing whereof it may be said, See, this is new? It hath been long ago, in the ages which were before us."



CONTEST CLOSING

Readers are reminded that this year's Verse Writing Contest will close on February 1. Entries may be sent to Prof. Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y.; to Prof. W. L. Carr, University of Kentucky, Lexington

THE CLASSICAL OUTLOOK

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29, Ky.; or to Prof. Konrad Gries, Queens College, Flushing, New York. The rules of the contest may be found in our November issue, page 15.



PATRONS AND SUPPORTING MEMBERS

Patrons of the American Classical League for the year 1953-54 are as follows: D. M. Robinson, University of Mississippi; and Mildred Sterling, Waco (Texas) High School.

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Also William J. Black, Hobart, Indiana.



CALL FOR SUMMER COURSES

For several years the May issue of THE CLASSICAL OUTLOOK has contained lists of summer courses in Latin, Greek, ancient history and

civilization, ancient art, archaeology, classical literature in translation, linguistics, general language, and the teaching of high-school Latin, which were being planned by various colleges and universities throughout the country. Copy for the May, 1954, issue must be in by March 1. Members of college faculties who can supply lists of projected summer courses by that date are earnestly requested to send them to the Editor, Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y. Please do not send catalogues.

NOTES AND NOTICES

The American Philological Association and the Archaeological Institute of America held their 1953 joint meeting at the Hotel New Yorker, in New York City. A meeting of the Council of the American Classical League was held on the same occasion.

Officers of the American Philological Association for 1954 are: President, T. R. S. Broughton, of Bryn Mawr College; First Vice-President, Harry Caplan, of Cornell University; Second Vice-President, George E. Duckworth, of Princeton University; Secretary-Treasurer, Paul L. MacKendrick, of the University of Wisconsin; Editor, Francis R. Walton, of the Florida State University.

The magazine *Seventeen* carried in its September, 1953, issue an illustrated article on the "Parade of Youth," an activity of the *Hartford Courant*, out of which has grown sponsorship by the *Courant* of the Junior Classical League in Connecticut.

LETTERS FROM OUR READERS

A CALENDAR FESTIVAL

Mrs. Lois A. Larson, of York Community High School, Elmhurst, Ill., writes:

"Last year the January meeting of our club, Circulus Classicus, was a 'Calendar Festival.' Before the meeting, committees had prepared charts of construction paper, for the months, and small squares of colored paper (orange, blue, yellow, green, red, and chartreuse) for different groups of days. At the meeting, information about the Roman calendar was given, and all questions answered. Then 'teams' went to work, with photo-mounting stickers. The 'Kalendas,' 'Nonae,' and 'Idus' were put in their proper places, with orange squares of paper. 'Pridie Kal.', 'Pridie Non.', and 'Pridie Id.' were put on in chartreuse. The other colors were used for the other days before the Kalends, Nones, and Ides. The program chairman then issued mimeographed lists of birthdays of all club members and those of recent and well-known alumni. These were written in in their proper places on the calendar. The meeting was gay, delightful, interesting—and informative."

"Possible future developments of this program might include the addition of zodiacal symbols, the consideration of birthstones and flowers, and the marking of *dies fasti et nefasti*."

AGAIN LATIN AND MEXICO

Mrs. Minnie Lee Shepard, of the University of Texas, writes:

"I want to make a comment on the note from Mexico on page 67 of your last volume (XXX), which you may find interesting. To take part in the celebration of the 400th anniversary of the founding of the University of Mexico, our University Administration, the University Press, and the Institute of Latin American Studies are sponsoring the publication of the *Dialogues* of Francisco Cervantes de Salazar, in a de luxe edition, with a photographic reproduction of the Latin text, an introduction and notes by our Professor of Latin American History, together with an English translation. We happen to have in our Garcia Library the only known copy of this book, published at the University of Mexico in 1554. A Spanish translation of a part of the book has been made, but this is the first English translation. The book itself has the distinction of be-

ing the first textbook published in the New World, and it was in Latin!"

NEWSPAPERS

Many Latin clubs publish Latin (or partly Latin) newspapers or other periodicals. *Nunc et Tunc*, of the Waco (Texas) High School, has sent us its thirtieth anniversary issue; the paper is printed, has a neat cover, and carries advertisements. Sponsors of the *Nuntius Romanus* of Centennial High School, Pueblo, Colorado, write us that when their most recent issue was released Latin "newsboys" went through the halls shouting: "Extra! Extra! Read all about it! Caesar defeats Helvetians!" Miss Hazel M. Bratt, of the Montgomery Blair High School, Silver Spring, Maryland, writes that her school's publications all have the word "Silver" in their names, and that as a result the Latin paper is called *Praeco Argenteus*. Miss Bratt also reports that the paper has received mention in various educational publications and also won a first-place award in the Columbia Scholastic Press Contest. In general, faculty sponsors of such papers agree on the advisability of having most of the copy written in English, and limiting Latin stories strictly to those carefully corrected in advance of publication by the Latin teacher.

CLUB NOTE

Mrs. Ruth Bauder, of the Senior High School, Cheyenne, Wyoming, writes:

"Our Latin club, S.P.Q.R., this year is the largest we have ever had, and is exceeded in our high school only by the 'Pepsters.' One hundred and two students belong to our organization."

"KNOW ENGLISH"

Mr. Charles W. DaParma, Jr., of the Fordham Preparatory School, New York City, writes:

"This year the Catholic Classical Association is sponsoring its fourth annual 'Know English' contest. Secondary-school pupils in New York, Connecticut, Massachusetts, Rhode Island, Pennsylvania, Maryland, and the District of Columbia will compete in local, then regional, and finally inter-regional contests. There are two divisions—the upper for students of third and fourth year Latin, the lower for second-year pupils. The contest takes the form of a written test of the objective type demanding ability to define given English words and to indicate the Latin word or words from which they come. The inter-regional finals are conducted orally, in the manner of a spelling bee. Money, prizes, medals, certifi-

cates, and plaques are the awards. There is a small entrance fee. Full information may be obtained from me at 1106 Mace Avenue, New York, N. Y."

PUBLICITY

Miss Belle Gould, of the Henderson (Texas) High School and Miss Virginia Allen, of the Sarasota (Florida) High School have written in to report excellent newspaper publicity which they have received recently for their class and club activities. Miss Gould sends in a feature story from the *Dallas Evening News*, with pictures, under the title "Latin Study Popularity Soars at Henderson High." Miss Allen reports that a full-page spread on her school's Roman banquet appeared in the *Sarasota Herald-Tribune*, and was then picked up and used in the *New York Sunday News*.



PROGRAM COMMITTEE

The Seventh Annual Latin Institute of the American Classical League will be held at Miami University, Oxford, Ohio, on June 17, 18, and 19, 1954. The program committee for the Institute is composed of the following: Claude W. Barlow, Clark University; Grace L. Beede, University of South Dakota; Mary V. Braginton, Rockford College; Roy F. Butler, Baylor University; Anita M. Flannigan, West Haven (Conn.) High School; Ruth Joedicke, Mary Institute, St. Louis, Mo.; Van Johnson, Tufts College; Gladys Laird, P. K. Yonge Laboratory School, University of Florida; Lillian B. Lawler, Hunter College; Edward Y. Lindsay, Grant Union High School and Technical College, Del Paso Heights, California; Eugene W. Miller, University of Pittsburgh; Henry C. Montgomery, Miami University; Raymond T. Ohl, Ardmore, Pa.; R. V. Schoder, S. J., West Baden College, Indiana; W. M. Seaman, Michigan State College, Lansing; Lloyd Stow, Vanderbilt University; Dorrance S. White, University of Iowa; Clarence A. Forbes, Ohio State University (chairman).

Members of the Committee will be happy to receive suggestions for the program.



PUBLIC RELATIONS COMMITTEE

The Committee on Public Relations of the American Classical League consists of the following persons: Pauline E. Burton, Edward D. Libbey High School, Toledo, Ohio (chairman); George W. Cushing, Vice-President, Station WJR, De-

troit; James F. Looby, Education Director, *The Hartford Courant*; Blake-More Godwin, Director, Toledo Museum of Art; Mrs. Barry Bingham, *The Courier-Journal* and *The Louisville Times*, Louisville, Kentucky; Belle Gould, Henderson (Texas) High School; Juanita M. Downes, Cheltenham High School, Philadelphia; James L. Trautwein, Episcopalian Chaplain, Bowling Green (Ohio) State University; Vergil E. Hiatt, Butler University, Indiana.



A MODERN COUNTERPART OF ZEUXIS AND PARRHASIUS

By EUGENE S. McCARTNEY
University of Michigan

WE ARE told by Pliny (*Nat. Hist.* xxxv, 65) that in a competition of artists Zeuxis painted grapes so natural that birds flew to them, but that Parrhasius made draperies look so much like real ones that they deceived Zeuxis, who asked to have them drawn aside to enable him to see his rival's picture.

Equally deceptive pictures were made by a Philadelphia artist, William Harnett (1851-92). His superrealism is thus described in an article that appeared in *Today: The Philadelphia Inquirer Magazine*, August 10, 1952, p. 11: "His training as an engraver, plus an Irish love of laughter, conspired to produce his famous little jokes: a tag painted so cleverly on the front of a picture that a committee of jurors almost soaked it off before they discovered it was part of the picture; a side of lamb painted with such deceptive succulence that a dog visiting his studio sprang for it and upset the easel."

One of his still-lifes, which showed a hunting hat, gun, horn, and rabbit on a door, was sold to a New York restaurant. It was so natural that it had to be protected by a railing from persons who wanted to touch it to see whether the objects were real.

It is possible for a work of art to be too realistic. Pythagoras of Rhegium made a statue of a lame man so lifelike that persons viewing it seemed to feel the pain of an ulcer from which he was suffering (Pliny, *Nat. Hist.* xxxiv, 59): "Fecit . . . Syracusis claudicantem cuius ulceris dolorem sentire etiam spectantes videntur". The sympathetic Loeb translation of Pliny says that the statue "actually makes people looking at it feel a pain from his ulcer in their own leg."

For other examples of realism, ancient and modern, see THE CLASSICAL OUTLOOK XXIV (1947), 59-60 and XXIX (1952), 69.

**REPORT OF THE
COMMITTEE ON
COOPERATION WITH
OTHER LANGUAGE
TEACHERS**

By W. L. CARR

AND FRANKLIN B. KRAUSS

(Note: Dr. George H. Land, the third member of the original committee, died on January 20, 1953. His participation in the work of the committee was limited to preliminary correspondence. The Council of the American Classical League accepted this report at its annual meeting on June 19, 1953, and voted to continue the committee. Miss Frances T. Nejako has been named to the committee as successor to Dr. Land.)

AS THE minutes of the Council meeting of June 19, 1952, state, the purpose of the Committee on Cooperation with Other Language Teachers was: "to investigate the possible means of cooperation among language teachers." However, the discussion on the motion to appoint the committee made it clear that the phrase "to investigate the possible means of cooperation among language teachers" had immediate reference to a proposal that the national organizations of teachers of foreign languages, both ancient and modern, should consider the desirability of establishing a Language Department of the National Education Association. Miss Emilie Margaret White was asked to serve as "consultant" for our committee. On her advice, our committee early in the summer of 1952 entered into correspondence with Dr. Lyle W. Ashby, whose title is "Assistant Secretary for Professional Relations" in the NEA. We also made contact with several officers of the National Federation of Modern Language Teachers' Associations, the constituent members of which are five national subject-matter associations, namely, Teachers of French, Teachers of German, Teachers of Italian, Teachers of Slavic and East European Languages, Teachers of Spanish and Portuguese, along with three regional associations and several state associations of modern language teachers.

Toward the end of the year 1952, the Executive Committee of the National Federation of Modern Language Teachers' Associations appointed a committee of five members "to study a Plan of Establishing a Department of Foreign Languages in the NEA." Professor Julio del Toro, of the University of Michigan, is chairman of this committee and Dean Henry Grattan Doyle, of George Washington University, is vice-chairman. Other members are: Miss Emma Marie Birkmaier, of the University of Minnesota High School, Pro-

fessor Stephen Freeman, of Middlebury College, and Mr. Stephen Pitch-

**WANT A TEACHING
POSITION?**

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin or Greek in school or college. For details of the plan see *THE CLASSICAL OUTLOOK* for October, 1952 (page 4) or address The American Classical League Service Bureau, Miami University, Oxford, Ohio.

or, of the St. Louis Public Schools. The American Classical League committee has kept in touch with this Foreign Language Committee, and its chairman had one brief meeting with the Foreign Language Committee at Washington, D. C., on January 15. The chairman of this Foreign Language Committee has prepared a tentative report, a copy of which is in our committee's files. This report is now undergoing considerable revision, and is not yet ready for release. However, it is safe to predict that the Modern Language Committee will not turn in a unanimous recommendation for or against converting the NFLTA into a department of the NEA and turning over to the NEA the ownership and control of the Federation's assets, including its five publications—the *Modern Language Journal*, the *French Review*, the *German Quarterly*, *Hispania*, and *Italica*.

Taking advantage of their simultaneous presence in Washington on January 16, 1953, Professors Krauss and Carr held a conference with Dr. Ashby of the NEA, at which were discussed various possibilities of cooperation between the American Classical League and the NEA, with or without the Modern Language associations. They also had a conference with Dr. M. H. Ahrendt, Executive Secretary of the National Council of Teachers of Mathematics, an old, independent organization which in July of 1950 became a full-fledged NEA Department.

By a "full-fledged department" is meant an administrative or subject-matter group with offices at the NEA headquarters, employing a full-time executive secretary and clerical staff, and subject to the regulations and by-laws of the NEA. These by-laws provide, among other things, that active members of the NEA

and no others shall be eligible to department membership; that each department shall hold an annual meeting at the time and place of the meeting of the NEA, except as otherwise provided in these by-laws or as directed by the Board of Directors; that no department shall establish an office outside the general headquarters of the NEA without the consent of the Board of Directors. These by-laws provide also that a new department may be established by a vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting, provided "that a written application for said department with title and purpose of the same shall have been made at the regular meeting of the Assembly next preceding the one at which the action is taken, by at least 250 members engaged or interested in the field in the interest of which the department is proposed to be established; and provided that no group shall be admitted to departmental status until it shall have held constructive meetings for at least three consecutive years."

Of the twenty-nine NEA departments, nineteen have offices at NEA headquarters. The National Council of Teachers of Mathematics, referred to above, is a typical subject-matter group. This department has a membership of about 9000, three-fourths of the members being teachers in high schools or junior colleges. Individual annual dues are \$3.00, institutional dues are \$5.00, and each member is supposed to be a member of the NEA with annual dues at \$5.00 each. The Mathematics Department's budget for the past academic year was \$37,000. Their principal publications are *The Mathematics Teacher* and a *Year Book*. The departmental staff consists of an executive secretary and two office assistants. Income is derived from membership dues and from sales of material. The NEA provides quarters for the department and also certain basic equipment and services. Sales are handled on a 10% to 15% charge. Incidentally, the total office space is less than that now occupied by the American Classical League at Miami University.

At present there are ten NEA departments which operate on a less ambitious scale, with the consent of the Board of Directors of the NEA. Their offices are not located at NEA headquarters in Washington, and their official contact with the NEA is maintained through Secretary Ashby. An example of such an exceptional department is that of Home

Economics, with a membership in 1951-52 of 1700, and departmental dues of \$1.00. This department's activities for the year 1951-52 were the annual meeting at San Francisco in July, and three regional meetings (in St. Louis, Los Angeles, and Boston); their only publications were three news letters.

The departmental status of these ten exceptions to the general rule is similar to that of the American Classical League in the early years of its history, except that there was then no requirement that the members of the League should also be members of the NEA. To resume approximately that former relation, the League would have to hold its annual meeting at the time and place determined by the NEA (in 1953 on June 29-July 3 at Miami, Florida); be allowed only one day for its departmental meeting; get the approval of NEA officials on all programs; require all officers to be members of the NEA; and, according to the by-laws, require all members to become members of the NEA.

It would obviously be impossible for the American Classical League alone to become a full-fledged NEA department; and for the League in cooperation with the NFMFLTA to become an NEA department it would be necessary (according to Article 4, Section 8 of the NEA by-laws) to merge the two organizations under some such name as Foreign Language Teachers' Association, to hold constructive meetings for at least three consecutive years, to make sure of a membership of (on Dr. Ashby's estimate) at least 6000, and to provide a budget of not less than \$30,000 for the first year of operation. There would still remain for solution the problem of the six publications and of the handling of the League's Service Bureau material and of whatever similar material the various Modern Language Associations provide for their teachers.

In our conference with Dr. Ashby, he suggested one possible solution of the problem of the publications—namely, for the department to publish one enlarged monthly magazine with about half of each number devoted to articles of general interest to teachers of any foreign language, and the other half of every number devoted (by means of a varied content) to classical material for the classical clientele, to French material for the French clientele, etc. Naturally, the kind, amount, and distribution of the content of such a publication would be subject to control by the NEA.

It is the opinion of your committee that the preliminaries necessary to the establishment of an NEA Department of Foreign Languages would require a period of at least three years. It should be stressed that Dr. Ashby himself repeatedly cautioned your committee against haste, and advised that the organizations concerned should work out all details carefully before making an application for departmental status.

If the Council of the American Classical League wishes to continue the present committee or to appoint a new one, it seems obvious that such a committee could not make much progress until the committee of the NFMFLTA has arrived at specific conclusions.



NERO AND TV

BY NORMAN W. DEWITT
Toronto, Canada

THE NAME of Nero still makes news. From a convention of opticians not long since an item found its way into the newspapers about his having watched gladiatorial shows "through an emerald." As may be expected, this is erroneous.

The story is found in Pliny's *Natural History* (xxxvii, 64). After stating that "emeralds are usually concave so that they reduce the image," Pliny goes on to say in his crabbed Latin: "If the bodies of the spectators are stretched out at length, the emeralds, held upside down, reflect the images just as mirrors do. The emperor Nero used to watch gladiatorial combats in an emerald."

We may consequently imagine His Imperial Majesty reclining at ease on his back amid silken cushions in the imperial box and attracting the coveted attention to himself while viewing the combats as if on TV.

Others, however, may have done the same out of curiosity rather than vanity, because Pliny also informs us that "for the sake of novelty by the common consent of mankind the emerald was spared the disfigurement of engraving."



SUMMER SCHOLARSHIPS

Teachers of the classics are fortunate in having available to them several scholarships and grants for summer study in Italy and Greece. Among these are the following:

Scholarship of the Classical Association of New England.—An award of \$200 is available to a secondary-school teacher who is a member of the Association, for summer study at the American Academy in Rome. Applications must be in by February

1. Information may be obtained from Professor F. Warren Wright, Smith College, Northampton, Mass.

Scholarship of the Classical Association of the Atlantic States.—A grant of \$200 is available for a secondary-school teacher who is a member of the Association, and who most nearly fulfills the qualifications laid down by the Association, for summer study at the American Academy in Rome. Applications must be in by February 1. Inquiries should be addressed to the President of the Association, Professor Earl Crum, Lehigh University, Bethlehem, Pa. The scholarship was held in 1953 by Miss Vivian H. Neale, of the Birch Wathen School, New York City.

The Semple Scholarship Award.—A scholarship of \$250 is available to a teacher of Greek or Latin in a secondary school within the territory of the Classical Association of the Middle West and South, for summer study in 1954 at the School of Classical Studies in Athens. Applications must be in by January 15. Application forms may be obtained from Professor W. C. Korfmaier, St. Louis University, St. Louis, Mo. Last year's award (for study at the American Academy in Rome) went to Mrs. Mary Rowan Johnson, of the Dobyns-Bennett High School, Kingsport, Tenn.

Scholarship of the New Jersey Classical Association.—A grant of \$200 for study at the Summer Session of the American Academy in Rome is available to a member of the Association. For further details address Miss C. Eileen Donoghue, Bloomfield (N.J.) High School, the President of the Association. The scholarship was held last summer by Mrs. Phyllis Winquist, of the Senior High School, Roselle Park, N. J.

Scholarship of the Ohio Classical Conference.—A scholarship worth \$250 for summer study at the American Academy in Rome or the American School of Classical Studies in Athens is open to all teachers of Latin in the high schools of Ohio. Applications must be submitted before February 1 to Ruth Whiting, 107 Sherman Ave., Mansfield, Ohio, or to Malcolm F. McGregor, University of Cincinnati. The scholar in 1953 was Miss Alma Sheperd, Barnesville (Ohio) High School; she chose to study in Rome.

The Edith M. Jackson Rome Scholarship.—The Pennsylvania State Association of Classical Teachers awards a scholarship of \$200 for summer study at the American Academy in Rome to the Pennsylvania teacher of secondary-school Latin

who most closely qualifies according to rules laid down by the Association. Information may be obtained from Miss Verna Seitzinger, 201 Cecil Ave., West Lawn, Pa. Miss Edwina Sykes, of the Bristol (Pa.) High School won the award in 1953.

Scholarship of the New York Classical Club.—A grant of \$200 for summer study at the American Academy in Rome or the American School of Classical Studies in Athens will be awarded to the secondary-school teacher of the classics who is a member of the Club and who most nearly fulfills the qualifications set by the Club. Applications must be in by January 15. Address Professor S. Akielaszek, Fordham University, New York 58, N. Y.

In the case of winners of these regional scholarships, both the American Academy in Rome and the American School of Classical Studies in Athens remit some tuition charges.



STUDENT SCHOLARSHIPS

Amherst College offers, for students who will enter college in the fall, a freshman scholarship in Greek, the Harry de Forest Smith Scholarship, with a stipend of \$500. The holder of the scholarship will be required to take Greek in his freshman year. Boys in their senior year in secondary schools, who have had two or more years of Greek, are eligible. A competitive examination for the scholarship will be held in March. Inquiries should be addressed to Professor John A. Moore, Amherst College, Amherst, Mass.

Bryn Mawr College offers a resident fellowship in the value of \$1700, and one or two resident scholarships of \$1000, for graduate study in the fields of Greek and Latin. Further information may be obtained from the Dean of the Graduate School, Bryn Mawr College, Bryn Mawr, Pa.

Rockford College is again offering to an entering freshman a departmental scholarship in Latin of \$1000 (\$500 for each of two years). Students who have had two or more years of Latin in high school are eligible to apply; candidates will write an examination testing particularly the ability to read Latin. The examination is given at the candidate's school. High school records and recommendations, an aptitude test score, and financial need are also considered in awarding the scholarship. The successful candidate is expected to continue her study of Latin for one year but need not elect a major in the field. Applications from promising students are invited and

should be filed by March 1, 1954. For further information, write to the Director of Admission, Rockford College, Rockford, Illinois.

The University of Missouri offers the Walter Miller Scholarship, which will pay up to \$600 per year, to a graduate student working for the Master's degree in the classics. Applications must be in before March 1, 1954. Address Professor W. E. Gwatin, Jr., University of Missouri, Columbia, Mo., for further details.

Information on the Robert S. Marshall Memorial Fund Scholarships in Classics of the University of Pittsburgh may be obtained from Professor Arthur M. Young, Cathedral of Learning, Pittsburgh 13, Pa.



THE "PROGRESSIVE PARTY"

By EDWARD C. ECHOLS
University of Alabama

The progressive party, which in this case has no political implications, is a "modern" peripatetic social affair based upon the premise that it is pleasant and desirable to eat each course of a meal in a different home. Soup, let us say, is scheduled to be consumed at the Smiths' on University Drive; next the party motors to the Browns' on University Circle for the main dish, and so on down the menu.

This anathema-to-the-ulcer-prone affair has the perennial classical prototype. Elagabalus was the culprit: "... and once he gave a banquet in which one course was served in the house of each guest; and although one lived on the Capitoline Hill, one on the Palatine, one beyond the RAMPART, one on the Caelian Hill, and one across the Tiber, nevertheless each course was served in order in one of the houses, and they went about to the homes of all" (Lampridius, *Life of Elagabalus*, xxx, 4).

Has anyone yet established the classical equivalent of Canasta?



SHALL WE TEACH CLASSICS IN TRANSLATION?

By LAWRENCE A. SPRINGER
The State College of Washington

TWO STATEMENTS in a recent classical article are disturbing: (1) "It is not self-evident that the few remaining young men and women now doing classics in college are spending either their time or their money wisely," and (2) "So soon as teachers of Greek and Latin consented (italics mine) to 'teach' the classics in English, they had

abandoned, apparently without knowing it (italics mine), their own cause." If the first statement is correct, it is evident that we, not the "forces opposed," are to blame for the present low enrollment in the classics. However, it is not the purpose here to discuss the merit of that assertion.

The second statement, especially the word "consented," requires serious consideration. The teaching of classics in translation is by no means a novelty in education; but it was not until the study of Greek and Latin had reached its lowest point of decline that many classicists *requested*, not consented, to teach courses in translation. Some of us have already missed one opportunity of strengthening our cause by failing to insist that Greek and Roman history be taught by the Department of Classics. We see that now, and in many institutions we have succeeded in correcting somewhat our earlier mistake. Now the opportunity has come for us not to "sell out" the classics but to make a worth-while contribution not only to the cause of the classics, but to the humanities in general. We may long for the return of the classics as the core of the high-school and college curriculum, but we must also face the facts. That time, from all indications now, will never return.

There is evidence that the future looks brighter, and that the Department of Classics will take its proper place in the humanities; but it will do so only as it works *with* and *for* other departments. The Department of Classics does not lose its self-respect by offering a course requested by another department, whether in the humanities or in any other division of the college. For instance, several schools of engineering have admitted their error in not emphasizing a humanistic background for their students. They are seeking to correct that and are looking to the various departments in the field of the humanities for help. Shall we ignore an opportunity like this and say that their students must meet our demand of language? At times teachers of the classics have been asked to teach courses outside their particular field of interest and even to go beyond the period of Greek and Roman literature. In no way has this been detrimental either to the cause of the classics or to the individuals concerned.

The future of the classics does not lie in our refusal to consent to offer courses in translation, but rather in the whole-hearted effort of all clas-

THE CLASSICAL OUTLOOK

sicists to show that those courses are of value in present-day education. However, it is obvious that before we can convince others of this, we must convince ourselves. Classicists have been a highly organized group and have investigated thoroughly the values of the classics; but while other fields, and some of the people in our own field, have been advertising to the public, many of us have assumed either a defeatist or, in some cases, a defiant attitude, and have refused to speak out except in scholarly meetings and in scholarly publications.

We still have the same material to work with (no department in the college can match it); we still have the same high quality of teaching and research; the students are just as intelligent; there are fewer enemies of the classics than we suppose. One might ask then the cause of the plight of the classics; and the answer cannot be found altogether in the modern educational system. The cause is in some respects internal. The classicist complains bitterly (and rightly so) that the student knows less and less about ancient civilization, that he has no link with the past. Some of us are the first to condemn teachers of modern literature who can not or do not reveal to their students the debt of modern literature to the literature of Greece and Rome, but we have the same obligation to look forward.

We are not abandoning our cause if students are led into a study of Greek and Latin through courses in translation. In two universities where the study of the classics had become almost extinct, classes in Greek and Latin were restored through the introduction of courses in translation and through good teaching. Results like this cannot be achieved in a short time, and miracles cannot be performed in the classroom. Without some such means of turning the attention of students to the value of the classics, however, we cannot hope for success. If the teachers of the classics take the initiative, it will soon be evident that there are friends of the classics in unexpected places.

Those who have taught courses in translation to students who, for the most part, lack any background in the subject realize the necessity of good teaching and also the necessity of devoting considerable time outside of class to individual student problems. The classics must stand the test of good literature in translation, and an instructor should never be forced to defend a work by indicating that, after all, it is only a translation. It is unfair to the students, and is the

best method of killing interest in the course. In selecting the translations the instructor must remember that under all circumstances the student is his main concern. Fortunately, for the past few years we have had adequate translations, and no longer have to rely on anthologies, the objections to which are obvious. Discussion classes, not lectures, should be the rule; for the success of a translation course lies in informal, open discussion on the part of instructor and students.

It is evident that there will not be a spontaneous revival of the classics, nor will there be a revival without positive action on the part of teachers of the classics. It is futile to complain about the trend in modern education and wait for better days. The attitude toward teaching courses in translation must not be one of consenting, but one of requesting. The classics *will* be taught in translation. If they are taught by instructors outside the field, or by classicists who have no conviction of the worth of such courses and who see only the practical necessity of preserving their positions, the result will be disastrous; and then it can be said rightly that we have abandoned, apparently without knowing it, our own cause.

BOOK NOTES

Gaul Is Divided. By Esther Fisher Brown. New York: The William-Fisher Press, 1952. Pp. 5 plus 265. \$4.00.

Here is another novel dealing with the period of Caesar's Gallic Wars. The hero, however, is not Caesar but Vercingetorix. Or perhaps the real hero is Surus, a Druid priest invented by the author, whom we first meet as the guiding spirit at the court of Celillus, king of the Arvernians, and whom we leave on his sorrowful way back to Gergovia after the battle of Alesia, there to become the guardian of Vercingetorix' wife and two sons.

The story begins when Vercingetorix was a boy of fourteen and when his father, Celillus, was hopefully and unselfishly trying to form a United Nation out of the warring Gallic states—with the results briefly stated in *B.G.* vii, 4. At the death of his father, young Vercingetorix becomes the ward and pupil of Surus at the Druid college located in the territory of the Veneti. All the other important persons in the story are lifted out of *B.G.* For example, Ver-gasillaunus (*Vercassivillaunus*), Ver-

cingetorix' cousin, is his only link with Gergovia during his years at the school; and among his schoolmates are Lucterius, the Carducan; Cotuatus, the Senonian; and the Aeduan "princes" Eporedorix and Litavicus. To each of these youths our author gives characters consistent with those which Caesar gives them as adults. "King" Diviciacus is given a moral stature hardly commensurate with the eight-foot physical stature ascribed to him on page 58. But, of course, to our author Diviciacus is a despicable "quisling."

Our story carries Vercingetorix on from the Druid college to his secret headquarters in the forests near Gergovia, to his becoming the chosen leader of almost all Gaul, to his successful defense of Gergovia, and to his final defeat at Alesia—always with Surus as his spiritual guide and practical adviser. Especially well handled is the disaster at Avaricum. Our author's vivid imagination sometimes gets out of control, but even so the book is well worth putting in the hands of high-school students.

—W.L.C.

Quintilian the School Master. By Charles E. Little. Nashville: The Peabody Press, 1951. 2 vols., pp. 364 and 286. \$6.00.

Since this is a posthumous publication, prepared for the press by the author's associates by way of tribute to a beloved teacher, one would wish it were possible to speak admiringly of it. This is not the case.

"The purpose of this work on Quintilian is to present his essential ideas with adequate completeness" (vol. 1, p. 12). This purpose the author attempts to achieve in the following way: Vol. 1 presents, paragraph by paragraph, an English condensation of the text of Quintilian, accompanied, for books i, ii, x, and xii, by the complete Latin. Meant "to give the flow of . . . ideas and the steady current of . . . thought by concrete narrative" (vol. 1, p. 13), this "analysis" is less than helpful. The summaries are often awkward, or misleading, or wrong; frequently they so abridge the original as to make it meaningless; and the occasional cross-references usually require consultation of the full Latin before they become clear. The whole volume is dull and painful reading.

Volume 2 is a hodge-podge. The first forty pages present useful chapters on "Quintilian's Life and Career," "Quintilian's Writings," "The Influence of Quintilian's Work," "Manuscripts and Editions," and "Quintilian's Place in Education." The bulk of the volume is formed

by the "Concordance" of Quintilian's essential ideas, grouped under the headings of education, rhetoric, literary criticism, and morals. Here are presented essays by the author, e.g., on the development of rhetoric in antiquity; quotations from Quintilian — translations, abridgements, sometimes the Latin; lists of words or phrases used by Quintilian, with their references; lists of grammarians, rhetoricians, literary authors mentioned by Quintilian; a list, book by book, of passages quoted from Greek and Roman literature by Quintilian; long quotations from other writers on Quintilian; a summary of studies by the author's graduate students on Quintilian's use of the present participle; a long discussion of John Quincy Adams as critic and disciple of Quintilian; *et alia*. The volume is concluded by a translation of Book XI, 2, 1-51, on memory; twenty-four pages of "Sententiae Memorabiliore," many of them meaningless without their context, or else just insignificant (e.g. iv, 1, 79, "Haec fere sunt mihi de exordio comperta"); a selective bibliography; and an "Index to Words, Phrases, and Titles." The whole volume is poorly written, poorly organized, and highly repetitious (compare, e.g., p. 64 with pp. 55-59, or p. 100 with p. 96).

Misprints are abundant in both volumes.

—K. G.

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W. L. CARR, Director

The Service Bureau has just published a mimeograph which should be put into the hands of every adviser of pre-medical students:

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WHY STUDY LATIN IN SCHOOL?

Primarily addressed to high-school students, the following recently published pamphlets should also be given wide circulation among school administrators and student counselors:

Pamphlet 51 presents the answers of 20 college teachers of subjects other than Latin or Greek. 10¢ each.

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A new and enlarged edition of Bulletin XII (*The Latin Club*) by Lillian B. Lawler is now available at 75¢ a copy.

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The Service Bureau still has a few copies of *Pinoculus*, a Latin version by Henrico Maffacini of Collodi's *Pinocchio*. \$1.50.

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